DOCUMENT RESUME

ED 385 325 JC 950 399

AUTHOR Budig, Jeanne E.
TITLE A Model for Administrative Evaluation by Subordinates.
PUB DATE 95
NOTE 15p.; Paper presented at the Annual Forum of the Association for Institutional Research (35th, Boston, MA, May 28-31, 1995).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrator Evaluation; *College Faculty; Community Colleges; Evaluation Methods; Likert Scales; *Teacher Administrator Relationship; Two Year Colleges

ABSTRACT

Under the administrator evaluation program adopted at Vincennes University, all faculty and professional staff are invited to evaluate each administrator above them in the chain of command. Originally based on the Purdue University "cafeteria" system, this evaluation model has been used biannually for 10 years. In an effort to simplify the system, a single evaluation form was developed. This form includes: (1) a rank-ordered set of 22 statements covering the basic requirements of managerial responsibility; (2) a five-point Likert scale response legend; (3) a check-off to indicate the level of each person responding; and (4) a code for every administrator on campus. The cover letter accompanying the survey explains that up to six administrators can be evaluated per page, and that participation is voluntary and confidential. A flat file of responses is built and analyzed with the statistical analysis system. The cross-tabulations for each question by each level of respondents are entered onto a spreadsheet, and an evaluative index is developed, yielding an overall positive or negative response value. Group norms are developed based on all responses regarding deans, department heads, and vice presidents. Although most responses to the revised form were positive, overall evaluation response was lighter than desired and lower than previous years. The evaluation will be repeated in 1996. The paper includes 13 references, copies of the cover letter, evaluation form, and norms for academic department heads. (KP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 385 325

A Model for Administrative Evaluation by Subordinates

A Paper presented at the

1995 AIR Forum

May 29 - June 1, 1995

Boston, Mass

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J. Budig
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

Dr. Jeanne E. Budig

Assistant to the President for Research and Planning

Vincennes University

Vincennes Indiana 47591

812-888-4377

email jbudig@vunet.vinu.edu

JC 950 349

BEST COPY AVAILABLE

A Model for Administrative Evaluation by Subordinates

Abstract: Colleges and universities routinely evaluate students, faculty, and support staff. But a system for evaluating administrators is less well defined. This paper describes a microcomputer-analyzed model of administrative evaluation whereby all professional faculty and staff are invited to voluntarily evaluate all administrators above them in their chain of command, right up to the president of the college.

Fair and creative ways to measure effectiveness of those who administer higher education is a universal but elusive goal. Barnard (1938), Katz (1955), Likert (1958), Drucker (1964), and many others helped define what is expected of "good" managers and suggested how to evaluate effectiveness. Fisher (1978) applied the principles of administrative evaluation to higher education. Trow (1982) published a "Practical Manual" and the Educational Research Services (1985) a comprehensive "Report." Administrator evaluation was a 'hot topic' for Phi Delta Kappa in 1985. (Barber).

Purdue University published a "cafeteria approach" to instructional evaluation in 1974. This approach was adapted for *evaluation of administrators by subordinates* at West Virginia University (Goodwin and Smith, 1981). Budig reported on one application (1986). Miller (1993) describes administrative evaluation in a shared governance environment, which includes an element of evaluation by subordinates.

Description of this study

Vincennes University has adopted a system whereby all faculty and professional staff are invited to evaluate, on a voluntary and confidential basis, each administrator above them in their chain of command, right on up to and including the president.

Originally based on the Purdue University cafeteria system, this evaluation model has been used biannually for ten years. The system was revised and simplified in spring 1994.

A task force was appointed by the President and composed of faculty, administrators, and professional staff. The task force given the responsibility of simplifying the system, and designing a single evaluation form which could be used by all administrators, with no constraints as to length, method of administration, etc. The result was a rank-ordered a set of twenty-two statements which they felt covered the basic requirements of any person with managerial responsibility in this institution.

A single form was developed (Attachment 1) which listed the 22 statements, a response legend, a checkoff to indicate the level of each person responding, and a coding for every administrator on campus. The cover letter explained that up to six administrators could be evaluated on this page; that additional written comments may be submitted; and that participation was voluntary and confidential.

A flat file of responses was built and analyzed with SAS. The cross-tabulation for each question by each level of respondents was manually entered onto a spreadsheet, and an evaluative index developed which would yield an overall positive or negative response value (Attachment 2). The indices were then dropped into a bar graph to (Attachment 3).

Group norms were developed, based on all responses regarding deans, department heads, vice presidents. A cover letter of explanation included data limitations and suggested comparisons to norms.

A flat file of responses was built and analyzed with SAS. The cross-tabulation for each question by each level of respondents was manually entered onto a spreadsheet, and an evaluative index developed which would yield an overall positive or negative response value (Attachment 2). The indices were then dropped into a bar graph to (Attachment 3).

Group norms were developed, based on all responses regarding deans, department heads, vice presidents. A cover letter of explanation included data limitations and suggested comparisons to norms.

Response was lighter than desired, and lower than under the previous system. Most of the evaluations were very positive. The system will be repeated in 1996, at which time it is hoped that the system can be automated a bit more.

Bibliography

Barber, Larry W. *Administrator Evaluation.* Hot Topic Series. Bloomington, IN. Phi Delta Kappa Center on Evaluation, Development and Research. 1985.

Barnard, Chester I. *The Functions of the Executive.* Cambridge: Harvard University Press, 1938.

Budig, Jeanne E. "An Evaluation of Administrators by Subordinates: A Cafeteria Approach." Paper presented at the 26th AIR Forum, Orlando, FL., June 22-25, 1986.

Drucker, Peter. *The Effective Executive.* New York: Harper and Row, 1967.

Evaluating Administrative Performance: an ERS Report. Arlington, VA: Educational Research Service. 1985.

Fisher, Charles F. "The Evaluation and Development of College and University Administrators." In Shotgren, John A., Editor. *Administrative Development in Higher Education*. Richmond, VA: The Higher Education Leadership and Management Society. 1978.

Goodwin, Harold I. and Smith, Edwin R. *Faculty and Administrator Evaluation: Constructing the Instruments*. Morgantown: West Virginia University. 1981.

Hersey, Paul, and Blanchard, Kenneth. "Determining Effectiveness", in *Management of Organizational Behavior.* New Jersey: Prentice-Hall, 1972.

Katz, Robert L. "Skills of an Effective Administrator." *Harvard Business Review,* January 1955. 33-42.

Lahti, Robert G. "Appraising Managerial Performance." *ERIC Junior College Resource Review,* January 1981.

Likert, Rensis. "Measuring Organizational Performance." *Harvard Business Review*, XXXVI, No. 2, 1958. 41-50

Miller, D. "Evaluating Administrators: Designing the Process in a Shared Governance Environment." Paper presented at the 5th Annual International Conference of the League for Innovation in the Community College, Washington, D. C., July 18-21, 1993.

Trow, JoAnn. *Administrative Procedures: A Practical Manual.* Washington, D.C.: National Assn. for Women Deans, Administrators, and Counselors. 1982.

Attachment One

MEMORANDUM

TO: University Faculty and Professional Staff

FROM: Phillip M. Summers

SUBJECT: 1994 Administrative Evaluation

DATE: March 7, 1994

For ten years Vincennes University has had a unique form of voluntary administrative evaluation. Every two years all faculty and professional staff have had the opportunity to evaluate each of the administrators above them in their reporting line. The process was very cumbersome and labor-intensive. In January I appointed a task force, chaired by Robert Slayton, to review the process and recommend simplification. The attached one-page evaluation is the result of their work.

The 1994 administrative evaluation consists of twenty-two questions *which will be used for all administrative positions.* You may voluntarily choose to evaluate everyone above you in your reporting line, including the Vice President of your service area and the President. All of your evaluations will be on *a single page.*

1. Please indicate (see check box) whether you are a faculty/professional staff person, a department head, or a vice president, dean, or administrator.

2. You may evaluate up to six persons above you in your reporting line. Please enter the two-digit code for each administrator above you in your reporting line above the columns. Codes for all 1994 administrators are found on the back of the evaluation form.

3. Enter your evaluation "scores" for each of the 22 questions in a column under that person's code according to the following scale:

5 = "I Strongly Agree"
4 = "I Agree"
3 = "I am Undecided"
2 = "I Disagree
1 = "I Strongly Disagree"
0 = "I don't know"

4. If you wish to add comments, a separate page has been provided. Be sure to indicate the name or code number of the person toward whom the comments are directed. Please xerox additional pages if you wish to make comments concerning more than one administrator in your line. The administrator being evaluated will receive the re-typed written comments.

5. Please return or mail the evaluation form to the President's Office, no later than **April 1st.**

Return of this evaluation is entirely voluntary. The evaluation process has been designed to provide as much anonymity as possible. This evaluation is important for the professional development of the University's administrators.

If you have any questions concerning the evaluation forms or process please call Dr. Budig at Ex. 4377 or my office. Thank you for joining the process to provide evaluation information for the Vincennes University administrators.

PMS/jeb

Enclosure

Attachment One

BY: (please check):

_____ Vice President, Dean, or Administrator

_____ Dept. Head

_____ Faculty/Professional Staff

_____ Other

1994 Administrative Evaluation

5 = Strongly Agree
4 = Agree
3 = Undecided
2 = Disagree
1 = Strongly Disagree
0 = I don't know

Code # 01

	President Summers	Vice President	Div. Chair Dean	Dept Head/ Director	Other	Other
	_____	_____	_____	_____	_____	_____
1. Effectively supports and interprets the mission and philosophy of Vincennes University.						
2. Effectively meets the objectives of the position and "gets things done."						
3. Creates an environment which encourages and fosters the development and implementation of new approaches or methods.						
4. Encourages participation of appropriate staff members and groups in planning, procedures, and policy interpretation.						
5. Leadership promotes an atmosphere conducive to others' personal/professional growth and learning.						
6. Deals with personnel fairly and consistently without favoritism or discrimination.						
7. Maintains high standards of ethics, honesty, and integrity in all professional and university-related matters.						
8. Communicates pertinent information in a timely manner.						
9. Listens well and is receptive to individuals who express their ideas, opinions, and viewpoints.						
10. Prepares and administers the budget responsibly.						
11. Successfully motivates persons to perform effectively.						
12. Supports those responsible to him/her.						
13. Defends principle and conviction in the face of pressure and partisan influence.						
14. Is willing to make decisions which may be unpopular yet best for the overall program.						
15. Promotes an atmosphere of cooperation, mutual trust, and high morale within his/her unit.						
16. Involves others in the decisions that affect them.						
17. Demonstrates knowledge and competency in the essential aspects of the position.						
18. Maintains poise and emotional stability in the performance of his/her professional responsibilities.						
19. Is enthusiastic about his/her work.						
20. Effectively uses available resources.						
21. Recognizes staff achievement and contributions.						
22. Promotes positive relationships between the university and community through job performance and community involvement.						

(See reverse side)

Updated 03/09/94

BEST COPY AVAILABLE

1994 Administrative Evaluation - Data Entry Coding

CODE #

01	President P. Summers

Vice Presidents

02	D. Ford
03	R. Stryzinski
04	J. Gegenheimer
05	G. Shepherd

Deans

06	M. Davis
07	P. Pierpont
08	D. Riegle
09	V. Houchins
10	G. Smith
11	M. Miller
12	J. Eads
13	J. Tilley
14	G. Altstadt
15	B. Bond
16	D. Dowden
17	H. Perez
18	B. Slayton
19	T. Weaver

Department Heads/Directors

20	C. Ezell
21	J. Fabyan
22	B. Cannon
23	T. McCraney
24	S. Penn
25	V. Brenton
26	J. Carson
27	I. Hodgdon
28	A. Jendrzejewski
29	J. Kavanaugh
30	D. Parman
31	C. Reinhart
32	R. Sommers
33	M. Thompson
34	M. Trimbo
35	J. Bardole
36	J. Ostendorf
37	R. Shippee
38	J. Smith
39	J. Stewart
40	R. Inglis
41	C. Miley
42	B. Rump
43	M. Goodrich
44	P. Bakke
45	R. Cutshall
46	D. Myers
47	S. Sweeney

Directors/Dept Heads, Cont.

48	J. Alsobrooks
49	K. Gines
50	J. Herrold
51	D. King
52	J. Oglesby
53	R. Schneider
54	E. Wood
55	C. Keegan
56	J. Evans
57	J. Hanes
58	A. Rerko
59	M. Seed
60	P. Smith
61	D. Burgei
62	J. Messmer
63	P. Robinson
64	B. Updegraff
65	J. Wilson
66	J. Beach
67	S. Brown
68	D. Eavey
69	J. Hopkins
70	A. Haase
71	J. Ludlow
72	D. Marquez
73	E. Lee
74	D. Tyree
75	G. Whitehouse
76	R. Weidig
77	K. Whitkanack
78	J. Will
79	J. Griffin
80	M. Gregory
81	H. Jochim
82	B. Wineinger
83	K. Sutton
84	B. Stephenson
85	R. Murawski
86	B.Orvick
87	W. Abendroth
88	J. Fish
89	G. Goodman
90	H. Hensley
91	P. Jost
92	S. Simonds
93	B. Thompson
94	D. Weaver
95	D. Winkler
96	C. Koenig
97	W. Lindsey
98	P. Alder
99	D. Nicoson
100	B. Weber

Directors/Dept Heads, Cont.

101	P. Rath
102	B. Phillips
103	R. Kotter

Community Services: Equal Opportunities Programs

E1	R. Patterson
E2	P Chadwick
E3	G Harwood
E4	L. Luce
E5	D. Mann
E6	T. Patterson
E7	B. Stuckey

Education and Training Progr

T1	C. Roche
T2	T. Bodenburg
T3	L. Brassine
T4	S. Brown
T5	S. Crooks
T6	B. Ellis
T7	D. Gregoire
T8	L. Griffin
T9	T. Judd
T10	D. Keith
T11	S. Laurent
T12	J. McKinney
T13	S. Moore
T14	P. Pinkstaff
T15	D. Robinson
T16	S. Stewart
T17	L. Thompson
T18	C. Wilmes
T19	B. Woolwine

Older Hoosier Programs

H1	A. Jacoby
H2	J. Coots
H3	L. Jones
H4	P. Smith
H5	A. Stanton

1994 Administrative Evaluation

These comments refer to (Name) _____

Submitted by : _____ *An Administrator* _____ *a Department Head*
_____ *A Faculty or Professional Staff Member* _____ *Other*

Please duplicate an additional page for each administrator in your line for whom you wish to submit comments. This evaluation is voluntary and for professional development purposes.

To: Vice Presidents, Administrators, and Department Heads

From: Dr. Jeanne E. Budig, Director, Research and Planning

Date: May 10, 1994

Attachment Two

Subject: 1994 Administrative Evaluation

Enclosed are the results of the Vincennes University evaluation of Administrators by Faculty and Professional Staff. This is the eighth time that this evaluation process has been conducted and the results shared with you for your information.

A task force, Chaired by Robert Slayton, worked diligently this year to simply the procedure. The same list of 22 questions was used for everyone, and responses for up to six persons above you in the chain of command could be submitted on a single page. All full-time professional staff and a limited number of support staff -- usually senior clerical staff specifically invited by a Dean or a Vice President -- were invited to participate in this voluntary evaluation.

It is hoped that through a careful analysis of these results each person will develop a strategy to reach his or her professional potential.

The guidelines that follow are designed to assist you in the understanding and interpretation of the results. If the guidelines are inadequate or if you have any questions about the process or results you should phone the President or Deans.

Results

The results of the evaluation are of three types:

1. The 22-item objective portion. A cross-tabulation shows how many people answered each question with each possible response. A "response index" for each question provides a weighted value of all responses: +2 for every "strongly agree"; +1 for every "agree"; -1 for every "disagree", -2 for every "strongly disagree" response, divided by the total number of responses. "I don't know" and "I am uncertain" responses were assigned a zero value and excluded from the denominator. This method yields an overall "index" of response perceptions for each of the 22 questions.

2. The response index was converted to a bar graph showing overall positive/negative perceptions for each of the 22 questions.

3. The written comments. All written comments are presented verbatim, grouped by the level of the persons evaluating you. For example, all faculty comments are grouped together; all department chairpersons comments are together.

The results of the objective portion are also grouped by level of evaluation. The person being evaluated (your name) and the level of the evaluators are listed at the top of each page. You should receive one packet for each group by whom you were evaluated.

Observations:

1. There was a very light response rate this year, less than 33%. In many instances there were two, one or no responses. The decision to respond was purely voluntary.

2. Overall, evaluations were better when they referred to an *immediate supervisor*. For example, the response index for Vice Presidents from *department heads* was higher than that from *professional or support staff* (see next page).

3. For the most part evaluations were very good.

Attachment Two

Norms - Academic Department Heads

By **Faculty or Professional Staff**

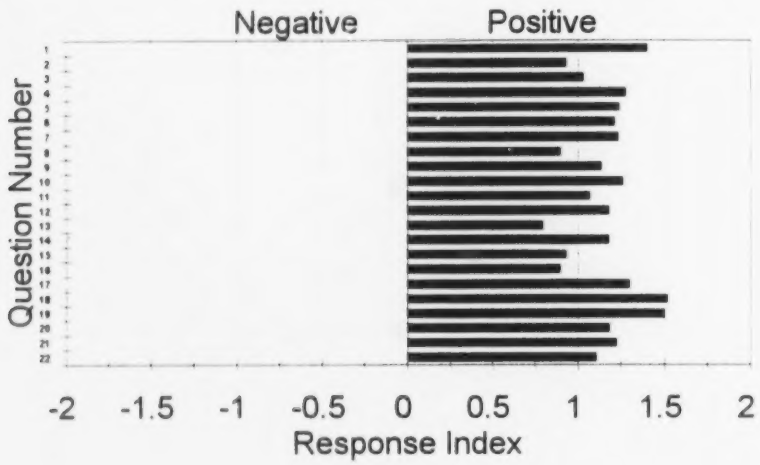
	strongly agree	agree	undecided	disagree	strongly disagree	don't know	index	number of respondents
(value)	(+2)	(+1)	(0)	(-1)	(-2)	(0)	*(net sum)*	
1. Effectively supports and interprets the mission and philosophy of Vincennes University.	78	40	12	5	5	2	1.293	142
2. Effectively meets the objectives of the position and "gets things done."	77	28	10	16	10	1	1.035	142
3.Creates an environment which encourages and fosters the development and implementation of new approaches or methods.	68	40	9	12	12	1	0.993	142
4. Encourages participation of appropriate staff members and groups in planning, procedures, and policy interpretation.	67	38	9	9	16	3	0.942	142
5. Leadership promotes an atmosphere conducive to others' personal/professional growth and learning.	71	33	15	10	13	0	0.979	142
6. Deals with personnel fairly and consistently without favoritism or discrimination.	67	34	8	16	17	0	0.831	142
7. Maintains high standards of ethics, honesty, and integrity in all professional and university-related matters.	79	33	10	7	9	4	1.203	142
8. Communicates pertinent information in a timely manner.	61	39	10	18	14	0	0.810	142
9. Listens well and is receptive to individuals who express their ideas, opinions, and viewpoints.	76	35	6	17	8	0	1.085	142
10. Prepares and administers the budget responsibly.	69	28	16	5	6	18	1.202	142
11. Successfully motivates persons to perform effectively.	68	40	6	16	12	0	0.958	142
12. Supports those responsible to him/her.	77	34	8	11	12	0	1.077	142
13. Defends principle and conviction in the face of pressure and partisan influence.	70	38	13	9	10	2	1.064	142
14. Is willing to make decisions which may be unpopular yet best for the overall program.	69	32	14	10	10	7	1.037	142
15. Promotes an atmosphere of cooperation, mutual trust, and high morale within his/her unit.	67	30	10	12	21	2	0.786	142
16. Involves others in the decisions that affect them.	68	36	11	9	16	2	0.936	142
17. Demonstrates knowledge and competency in the essential aspects of the position.	79	38	10	5	8	2	1.250	142
18. Maintains poise and emotional stability in the performance of his/her professional responsibilities.	77	38	13	7	6	1	1.227	142
19. Is enthusiastic about his/her work.	76	43	11	7	5	0	1.254	142
20. Effectively uses available resources.	73	35	14	6	10	4	1.123	142
21. Recognizes staff achievement and contributions.	73	40	6	8	14	1	1.064	142
22. Promotes positive relationships between the university and community through job performance and community involvement.	69	34	13	5	8	12	1.171	141

BEST COPY AVAILABLE

Printed 04/27/94

Attachment Three

Norms - Vice Presidents
1994 Evaluation by Department Heads



1. Effectively supports and interprets the mission and philosophy of Vincennes University.	12. Supports those responsible to him/her.
2. Effectively meets the objectives of the position and "gets things done."	13. Defends principle and conviction in the face of pressure and partisan influence.
3. Creates an environment which encourages and fosters the development and implementation of new approaches or methods.	14. Is willing to make decisions which may be unpopular yet best for the overall program.
4. Encourages participation of appropriate staff members and groups in planning, procedures, and policy interpretation.	15. Promotes an atmosphere of cooperation, mutual trust, and high morale within his/her unit.
5. Leadership promotes an atmosphere conducive to others' personal/professional growth and learning.	16. Involves others in the decisions that affect them.
6. Deals with personnel fairly and consistently without favoritism or discrimination.	17. Demonstrates knowledge and competency in the essential aspects of the position.
7. Maintains high standards of ethics, honesty, and integrity in all professional and university-related matters.	18. Maintains poise and emotional stability in the performance of his/her professional responsibilities.
8. Communicates pertinent information in a timely manner.	19. Is enthusiastic about his/her work.
9. Listens well and is receptive to individuals who express their ideas, opinions, and viewpoints.	20. Effectively uses available resources.
10. Prepares and administers the budget responsibly.	21. Recognizes staff achievement and contributions.
11. Successfully motivates persons to perform effectively.	22. Promotes positive relationships between the university and community through job performance and community involvement.

BEST COPY AVAILABLE